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ABSTRACT

This publication reports the results of a doctoral dissertation which sought to develop guidelines for organizing, operating, and administering prevocational education programs. The guidelines were developed from questionnaires returned by 70 directors of local occupational orientation and exploration programs, a review of related literature, and an inventory of common program areas submitted to a jury of experts, who indicated the relative importance of each. The resulting guidelines cover: (1) Program Objectives, (2) Program Design, (3) Instructional Staff Selection, (4) Grade Level of Student Involvement, (5) Staff Training, (6) Program Financing, (7) Curriculum and Activities, (8) Community Involvement, (9) Student Selection, (10) Facilities and Equipment, (11) Guidance and Counseling Services, (12) Administration and Supervision, and (13) Program Evaluation. The complete Ph.D. dissertation is announced as ED 042 926. (SB)

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A Research Report of a Graduate Study

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A Research Report

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GUIDELINES FOR THE DEVELOPMENT OF PREVOCATIONAL EDUCATION PROGRAMS AT THE JUNIOR HIGH SCHOOL LEVEL

Wesley E. Budke and Ralph J. Woodin

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GUIDELINES FOR THE DEVELOPMENT OF PREVOCATIONAL EDUCATION PROGRAMS AT THE JUNIOR HIGH SCHOOL LEVEL

The development of usable guidelines for use in organizing, operating, and administering prevocational education programs was the purpose of this doctoral dissertation. Need for such a study was based upon several premises supported by current education program developments including the following:

1. A growing acceptance of the need for continuous vocational education from early childhood throughout life.
2. An expanding program of vocational education in the secondary schools.
3. Increasing importance of and difficulty in making a rational career choice on the part of students.
4. Recognition of the value of prevocational education and funding for its support in federal legislation.
5. Many of the present methods of offering prevocational education appear to be unsatisfactory, providing no clear pattern to follow.
6. Some promising pilot and demonstration programs which have been established in prevocational education.

Specific Objectives of the Study

The following specific objectives guided the direction of the study:

1. To identify important characteristics of existing prevocational education programs.

2. To identify unique and different approaches for initiating and conducting prevocational education programs.

3. To synthesize tentative guidelines which merit wide application for junior high school prevocational education.

4. To select, refine, and finalize the tentative guidelines with the assistance of a jury of experts.

Conclusions

The following conclusions are based upon an interpretation of the data presented in the study:

1. Programs of junior high school prevocational education up to 1970 were relatively new and exhibited many different characteristics and forms, however, several common characteristics were identified.

Most programs utilized about one-sixth of the total student class time with occupational orientation, they provided information concerning all levels of occupations, they used an experience centered nonverbal approach utilizing field trips and resource people to provide information, and emphasizing both career orientation and career exploration.

2. Most of the junior high school prevocational education programs were based upon the developmental theory of career choice and development which assumes students make a progression of career decisions over a period of several years.

3. Two basic approaches were largely used to provide prevocational education in the junior high school: the interdisciplinary approach and the separate course approach. The trend seemed to be toward using the interdisciplinary method.

4. Thirteen program areas were identified as being important to the development of junior high school prevocational education programs. The identified program areas and the order in which the jury specified they should be considered when organizing a new program are as follows: program objectives, program design, instructional staff selection, grade level of student involvement, staff training, program financing, curriculum and activities, community involvement, student selection, facilities and equipment, guidance and counseling, program supervision, and program evaluation.

5. Of the above areas those which were identified as the most important in consideration were program objectives, program design, and instructional staff selection.

6. The following guidelines which were validated in this study should be used in the development of junior high school prevocational education programs:

6.1 The objectives of junior high school prevocational education programs should be directed toward student understanding of career opportunities and assessment of personal interests, abilities, and limitations.

6.2 The design of prevocational education programs should be such that the most effective orientation to the world of work may be provided.

6.3 The instructional staff in prevocational education should be familiar with the program goals and objectives, well versed in the occupations relating to their instructional area, and proficient in the skills of teaching and incorporating occupational information into the subject material.

6.4 Effective occupational education can best be accomplished by providing some form of occupational acquaintance, orientation, exploration and preparation in grades K through twelve.

6.5 Prevocational education staff members should be provided with in-service education and class preparation time commensurate with the objectives of the program.

6.6 Prevocational education should be recognized as an important part of the educational program, justifying adequate funds to effectively operate the program.

6.7 Curriculum and activities for prevocational education programs should be carefully structured to provide an exploratory view of career opportunities and assessment of personal interests and abilities.

6.8 Community involvement in prevocational education is essential in maintaining parental and public interest in the program, as well as providing students with an opportunity for a realistic view of the world of work.

6.9 Public schools should provide prevocational education as an integral part of the educational experience of junior high school students.

6.10 Appropriate and adequate facilities and equipment should be made available for programs of prevocational education to provide students with the opportunity to participate in relevant and realistic experiences.

6.11 Occupational counselors should be available to help students assess their interests, abilities, needs, and desires as they plan for the future through the prevocational education program.

6.12 The administration and supervision of prevocational education programs should have as their goal the most efficient and meaningful educational experience possible for the student.

6.13 Continuous and planned programs of evaluation should be an integral part of all prevocational education programs.

Recommendations

The following recommendations are made by the investigator as a result of having made this study:

1. That these guidelines be disseminated and used by educators in developing prevocational education programs in junior high schools.

2. That continued effort be made to further develop and refine guidelines for emerging programs of prevocational education through the promotion of research, seminars and publications.

3. That there be some effort made at the national level to standardize the terminology used in prevocational education programs, so that lines of communication can be opened to the exchange of ideas concerning the various aspects of the program.

4. That those concerned with curriculum development at the state level begin placing greater emphasis upon occupational orientation and exploration in the elementary and junior high school curriculums.

5. That continued effort be directed toward identifying and developing curriculum materials in areas such as industrial arts, home economics and business education which might serve as core materials for newly developed junior high school prevocational education programs.

6. That the state departments of education provide workshops for teachers and administrators concerning the organization and operation of elementary and junior high school prevocational education programs.

Methodology

The initial step in carrying out this research was to make an in-depth study of literature identifying a theoretical basis for offering prevocational

education programs in the junior high schools. Most of these programs had been in existence less than two years, therefore, little could be found in literature relative to their organization, operation and administration.

To fill this void, it was decided that as many programs of occupational orientation and exploration as possible should be identified and studied throughout the United States. Through the assistance of the various State Departments of Education, twenty-nine local programs were identified for study. A questionnaire was developed and sent to the local directors of these programs asking for information relative to the organization, operation and administration of their programs. Twenty schools returned usable data.

After reviewing the literature, analyzing the questionnaires, and personally visiting three programs, the writer inventoried certain common program areas. A jury of experts was asked to review these program areas, arranging them in the sequence in which they should be considered when developing a new program of prevocational education in a junior high school; to indicate the relative importance of each, using a four point scale; and to recommend additional areas or delete those felt to be inappropriate.

The jury was composed of individuals believed to be knowledgeable about prevocational education. Seventeen jury members were selected, occupying such positions as state director of vocational education, local director of vocational education, professor of educational administration, state guidance director, local counselor, principal and teacher.

The writer made appropriate changes and refinements in the program areas recommended by the jury members. A guideline statement was

formulated for each program area and guiding principles providing direction to the area were added. These tentative guidelines and guiding principles were then submitted to the jury to determine their level of agreement. Juror reactions were recorded using a four point agreement scale and by written comments.

The level of jury agreement with each guiding statement was analyzed in terms of modal responses, mean responses and standard deviation. Any guiding principle receiving a mean rating of 2.50 or greater was accepted as a valid statement and was incorporated into the final set of program guidelines. All comments of the jurors concerning the guideline statement for each program area were considered in making appropriate revisions in the final set of program guidelines.

Major Findings

The findings of this study are summarized in terms of the theory of vocational choice and development upon which most junior high school prevocational education programs have been based, the general characteristics of junior high school prevocational education programs existing at the time of this study, and guidelines for the organization, operation and administration of prevocational education programs in the junior high school.

Theories of Vocational Choice

The theories of vocational choice and development were found to generally fall into one of four major categories: trait-factor theories, personality theories, developmental theories, and sociological theories. The trait-factor approach is viewed as a point-in-time occurrence consisting of matching occupational opportunities with the characteristics

of an individual. The personality theories see the needs of the individual, represented by the personality, being satisfied through the requirements of the occupation. Developmental approaches see vocational choice as the process of self concept development through compromise choices and adjustments. The sociological theories view vocational choice as the process of the individual developing techniques to cope with his environment.

Educators have usually employed the trait-factor and sociological approaches to vocational choice and development in the past, with vocational education relying heavily upon the trait-factor approach. Students were allowed to pass through the elementary and junior high school educational program with little mention of occupations and the world of work. Then, at some point in time during high school, usually in the ninth or tenth grade, the student was expected to make an occupational choice so that he may begin specific vocational preparation. This occupational decision generally was a matching of the student's traits with occupational opportunities.

As a result, vocational education tended to shy away from the occupational exploration phase of education and operated under the assumption that the students' vocational choice was well grounded and definite in nature. Implications of the developmental approach to career solution suggest that occupational education must begin in kindergarten and be incorporated into the entire school curriculum at all grade levels.

A developmental theory of vocational choice and development as Ginzberg, Super and others have advanced, depict the young person passing through several stages in the process of occupational decision-making. These stages include fantasy choices, tentative choices, and realistic choices.

Although these stages do not occur at the same age in all individuals, the junior high school student will be in one or more of the four stages in the tentative choice period. In general, individuals at this point in vocational development are becoming acquainted with various occupations, considering their own abilities and limitations in performing a job, and making some value judgments concerning the rewards which may be received from performing the task.

The junior high school prevocational education programs which were studied appeared to be organized with the developmental approach in mind. Basically, these programs provided the student with an opportunity to explore a wide range of occupational opportunities and to compare the job requirements with his interests, abilities and limitations without making any immediate and inflexible vocational commitment.

General Characteristics of Junior High School Prevocational Education Program

The individual characteristics of the junior high school prevocational education programs surveyed varied from school to school and from state to state, however, there were some common elements and trends established from the analysis of the descriptive program data.

Table 1 shows that guidance personnel were utilized in all of the programs, while vocational personnel were involved in less than one-half of the programs. Approximately four-fifths of the programs reported that all teachers in the school were familiar with the prevocational education program, but only one-third were reported as actively participating. Ninety-five percent of the schools offered orientation to all vocations, had required participation, and had some provisions for program evaluation.

TABLE 1

GENERAL CHARACTERISTICS OF JUNIOR HIGH SCHOOL PREVOCATIONAL EDUCATION PROGRAMS

Item	Total Schools Responding	Percent Yes	Percent No
1. The specialized talents of guidance personnel are used.	18	100	0
2. The program has provisions for evaluation.	20	95	5
3. The program has required participation.	20	95	5
4. The prevocational education program offers orientation to all vocations.	20	95	5
5. Students assess their own aptitudes and abilities.	20	90	10
6. All teachers in the school are familiar with the prevocational education program.	18	83	17
7. Written course objectives are available.	20	75	25
8. The program is experimental.	20	70	30
9. The specialized talents of vocational education personnel are used.	18	44	56
10. All junior high school teachers are participating in the prevocational education program.	12	33	67

Written program objectives were available in only three-quarters of the programs, the absence of which was considered a serious fault. Seventy percent of the programs were of an experimental nature, indicating to some degree the newness of prevocational education and an uncertainty about the most effective approach. Student assessment of aptitudes and abilities was an integral part of the program in ninety percent of the cases.

Table 2 generally indicates the degree of participation in the prevocational education program. Although the range of time that the programs have been in existence spans twenty years, most had been in effect less than three years. The number of schools involved within the system also varied a great deal, however, most systems reported that they had only a single school participating in prevocational education, presumably due to the experimental nature of many of the programs.

The amount of instructional time spent on prevocational education varied with the program approach used; however, 180 hours of instructional time annually or approximately one class period per day appeared to be the most popular. Selection and use of instructional staff did not appear to have much standardization, resulting in the wide range in number of full time and part-time instructional staff. The zero entries in Table 2 account for the use of only full time or only part-time instructors in several programs, not the use of both types. The median figures of eleven full time and two and one-half part-time prevocational education teachers seem to most accurately describe the situation.

Class size, although showing some variability, tended to group around twenty-five students per class or about the same size as other classes in the school system. Approximately ten percent of prevocational instructional

TABLE 2

GENERAL CHARACTERISTICS OF JUNIOR HIGH SCHOOL
PREVOCATIONAL EDUCATION PROGRAMS

	Item	Total Cases	Range	Mean	Median	Mode
1.	Length of time the program has been in existence.	20	1-20 yrs	3.3 yrs	2.2 yrs	1
2.	Number of schools involved within the system.	20	1-96	8.05	2.5	1
3.	Clock hours of participation in the prevocational program annually.	18	5-300 hrs	137.47 hrs	180 hrs	180 hrs
4.	Number of full-time prevocational education teachers.	19	0-70	21.63	11	0
5.	Number of part-time prevocational education teachers.	14	0-35	5.36	2.5	0
6.	Average class size.	18	10-60	26.78	26	25, 27
7.	Percent of instructional time spent on direct observation of occupations.	20	0-35%	11.93%	10.67%	10%
8.	Percentage of instructional time spent with films, resource people and discussion about careers.	16	10-65%	28.13%	20.67%	10%,15%,20%

time was spent on direct observation of occupations, while twenty percent involved viewing films, listening to resource people and participating in group discussions about careers.

Table 3 contains the three or four most common responses to open-ended questions concerning the following prevocational education program characteristics: major program objectives, program design, grade level of student participation, activities and educational media, primary responsibility for program direction, vocational education programs offered in the local high school, source of additional funds for prevocational education program operation, and special equipment and facilities which would be desirable if funds were available.

Acquainting students with an array of job opportunities was one of the primary program objectives of one-half of the respondents. Providing students with an opportunity to evaluate their abilities and interests was advanced by one-third of the programs and encouraging students to continue their education was given by approximately one-fifth of those reporting.

One-half of the programs reporting said that they were designed to offer both career orientation and career exploration. One-fourth of the respondents considered their programs to be only career orientation. The eighth grade was found to be the grade level where prevocational education was offered most often, closely followed by the seventh and ninth grades.

Films and filmstrips were the educational media most commonly used; a part of ninety percent of the programs. Resource people and speakers were utilized in eighty-five percent of the programs and field trips proved to be the most popular class activity, being reported in eighty percent of the cases.

TABLE 3

GENERAL CHARACTERISTICS OF JUNIOR HIGH SCHOOL PREVOCATIONAL EDUCATION PROGRAMS

Item	Total Number of Schools	Percent Reporting Item
1. MAJOR PROGRAM OBJECTIVES:	19	
a. To acquaint the students with the largest possible number of job opportunity areas which may be available to them upon completion of their schooling.		42
b. Prevocational education should provide an opportunity for each student to evaluate his own abilities and interests.		32
c. Prevocational education should be designed to encourage students to continue their education.		21
2. PROGRAM DESCRIPTION:	20	
a. Career orientation.		25
b. Occupational exploration.		15
c. Equal emphasis on both of the above.		50
3. GRADE LEVEL PARTICIPATING:	20	
a. Eighth grade.		75
b. Seventh grade.		65
c. Ninth grade.		55
4. ACTIVITIES AND EDUCATIONAL MEDIA USED:	20	
a. Films and filmstrips.		90
b. Resource people and speakers.		85
c. Field trips.		80

TABLE 3 (continued)

Item	Total Number of Schools	Percent Reporting Item
5. RESPONSIBILITY FOR DIRECTION OF THE PREVOCATIONAL EDUCATION PROGRAM:	20	
a. Administration.		50
b. Director of Vocational Education.		25
c. Guidance Department.		20
d. Industrial Arts.		20
6. VOCATIONAL EDUCATION PROGRAMS OFFERED IN THE LOCAL HIGH SCHOOL:	19	
a. Business Education.		100
b. Home Economics.		84
c. Distributive Education.		74
d. Trade and Industry.		74
7. SOURCE OF ADDITIONAL FUNDS FOR OPERATING THE PROGRAM:	20	
a. Vocational education assistance.		35
b. Local budget.		30
c. Local and state funds.		20
d. Elementary and Secondary Education Act.		10
8. SPECIAL EQUIPMENT AND FACILITIES DESIRED IF FUNDS WERE AVAILABLE:	16	
a. Viewing and listening equipment and facilities.		37
b. Video tape equipment.		25
c. Tape players and tapes.		13
d. Film projectors.		13

Responsibility or joint responsibility for the direction of the total prevocational education program was credited to the administration in fifty percent of the reported cases. The director of vocational education was named in one-fourth of the cases and the guidance department and industrial arts department were each mentioned in one-fifth of the programs.

Respondents were asked which vocational education programs were available in the high schools which the junior high school students would attend. Business education was found to be available at all the high schools, home economics in about eighty-five percent of the schools, and distributive education and trade and industry in approximately seventy-five percent of the secondary institutions.

Many of the junior high school prevocational education programs required additional funds for operation. Additional funds listed according to frequency of use are vocational education assistance, the local budget, local and state funds, and funds provided by the Elementary and Secondary Education Act. Most respondents indicated that there was a need for additional funds above what they were now receiving. If these funds were available, viewing and listening equipment and facilities, and video tape equipment were the items most often mentioned as being high on the priority list of special equipment and facilities.

Final Guidelines and Guiding Principles

The following thirteen guidelines and their accompanying guiding principles were rated by the jury and received a 2.50 or above mean score of agreement, based upon a four point scale, (4 - 3 - 2 - 1); strongly agree, agree, disagree, and strongly disagree. The guidelines were edited by the writer to incorporate suggestions of the jurors and to improve

clarity and understanding. Of the guiding principles, nine did not receive the necessary 2.50 mean score agreement rating and were not included in this final set of guidelines. In addition, two other statements were contradictory and were not included, even though they received the necessary mean score for acceptance. Minor changes were made in the wording of several of the guiding principles to improve clarity without altering the original meaning of the statement.

GUIDELINES FOR THE DEVELOPMENT OF PREVOCATIONAL EDUCATION PROGRAMS IN THE JUNIOR HIGH SCHOOL

Program Objectives

GUIDELINE: Junior high school prevocational education program objectives should be directed toward student understanding of career opportunities and assessment of personal interests, abilities, and limitations.

1. Prevocational education program objectives should be prepared in writing so that they are readily available for use.

2. Teachers, students and parents should be involved in reviewing objectives for prevocational education programs.

3. Prevocational education should acquaint the students with the largest possible number of job opportunity clusters which may be available to them upon completion of their schooling.

4. Prevocational education should help students gain firsthand knowledge, understanding and appreciation of the changing employment patterns and opportunities.

5. Prevocational education should allow students to become acquainted with many representative areas of work, rather than just the ones found in the local community.

6. Prevocational education should be interdisciplinary in nature, exposing students to a wide variety of occupational possibilities.

7. Prevocational education should provide an opportunity for each student to evaluate his own interests and abilities.

8. Prevocational education should help students develop a sound basis for selecting high school or post high school training.

9. Prevocational education should help students develop a positive self image, improve their social skills, and develop desirable attitudes toward work and fellow workers.

10. Prevocational education should help students develop an appreciation of doing a job well, regardless of kind or degree, of recognizing that there is dignity in all kinds of work, and understanding how work can become a source of satisfaction as well as a source of income.

Program Design

GUIDELINE: The design of prevocational education programs should be such that the most effective orientation to the world of work may be provided.

1. The prevocational education program in the junior high school should provide exploratory experiences as well as orientation material.

2. Occupational information should be incorporated into the regular classroom subject material on a day-to-day basis, utilizing separate courses in orientation to the world of work only when necessary.

3. A minimum of approximately one-sixth of the student's instructional time should be spent in prevocational education activities.

4. The size of prevocational education classes should be smaller than regular school classes.

5. Each school should be allowed to develop their prevocational programs independently of other schools.

Instructional Staff Selection

GUIDELINE: The instructional staff in prevocational education should be familiar with the program goals and objectives, well versed in the occupations relating to their instructional area, and proficient in the skills of teaching and incorporating occupational information into the subject material.

1. All teachers in the school should be familiar with the purposes and objectives of prevocational education.

2. All teachers in the junior high school should be involved in the prevocational education program.

3. New teachers should have a clear understanding of the prevocational education program before they are hired, with some past experience in related jobs and careers.

Grade Level of Student Involvement

GUIDELINE: Effective occupational education can best be accomplished by providing some form of occupational acquaintance, orientation, exploration and preparation in grades K through twelve.

1. Occupational education should be a continuous process from kindergarten through grade twelve.

2. Grades seven and eight appear to be the most effective place to offer structured programs of career orientation.

3. Prevocational education in grades seven and eight should be equally divided between career orientation and involvement in career exploration activities.

4. Program of career exploration such as industrial arts and general home economics are the most appropriate in grades nine and ten.

5. Vocational preparation for specific jobs should be postponed until grades eleven and twelve.

Staff Training

GUIDELINE: Prevocational education staff members should be provided with in-service education and class preparation time commensurate with the objectives of the program.

1. In-service education programs should be provided for teachers during the summer prior to the initiation of a new program for the purpose of familiarizing the teacher with program goals and objectives, teaching techniques, and educational activities and media.

2. The prevocational teacher in-service education program should be required for all teachers participating in the program.

3. A course designed to show teachers how occupational information can be correlated with subject content should be included in the undergraduate educational curriculum.

4. The teacher contract period should be lengthened to insure teacher time for in-service education and program development.

5. Teachers engaged in teaching prevocational units should be allowed additional preparation periods for program development and coordination of course work.

Program Financing

GUIDELINE: Prevocational education should be recognized as an important part of the educational program, justifying adequate funds to effectively operate the program.

1. Additional costs for prevocational education programs should be borne by local, state and federal sources.

2. Vocational funds should be used to stimulate prevocational education program development.

3. Prevocational education should be considered a part of the local school program with most of the additional funds coming from the local budget.

4. Prevocational education should receive financial assistance on the same basis as other educational program areas.

5. An annual budget should be provided for materials and equipment used in the prevocational education program.

6. Sufficient records should be kept of the prevocational education program so that costs can be compared with other educational programs.

Curriculum and Activities

GUIDELINE: Curriculum and activities for prevocational education programs should be carefully structured to provide an exploratory view of career opportunities and assessment of personal interests and abilities.

1. The prevocational curriculum and activities should develop understandings of career opportunities as well as assist the student in determining where his interests and abilities lie.

2. Program activities should be lifelike and realistic, involving field trips, visuals and other modern functional methods and materials.

3. The prevocational education program should stem from and complement the existing school curriculum.

4. The prevocational education curriculum should cover all the major groupings of the Standard Industrial Code.

5. All levels of employment, from the semi-skilled to the professional, should be covered in each occupational category.

6. At least one-third of the available time in career orientation programs should be spent in direct observation of occupations.

7. The prevocational curriculum and activities should be planned with the advice, counsel and support of the principal, all teachers, and guidance personnel.

8. The content of the prevocational education program must be such that it is interesting, stimulating, and easily understood by all participants.

9. The program should be flexible enough to be easily revised to improve effectiveness or take advantage of current learning opportunities.

10. The state department of education should assist local programs by making available educational materials, developing appropriate activities, making available educational expertise, and making arrangements for teacher education.

11. Funds should be made available to purchase some commercially produced occupational information materials, on different reading and interest levels for use by students, teachers, counselors and coordinators.

Community Involvement

GUIDELINE: Community involvement in prevocational education is essential in maintaining parental and public interest in the program, as well as providing students with an opportunity for a realistic view of the world of work.

1. Lay advisory committees should be utilized in planning, organizing, and evaluating programs of prevocational education in the junior high school.

2. Community representatives on advisory committees should be from various employment levels, and include parents, employers, and employees.

3. Representatives of various occupations in the community should serve as resource persons in the school.

4. Local businesses and industries should be encouraged to serve as hosts for field trips.

5. Business, government agencies, and other potential employers should be encouraged to provide materials, facilities and expertise for prevocational education programs.

6. The mass media such as newspapers, radio, and television should be used as a part of the program and materials as well as vehicles of public information.

Student Selection

GUIDELINE: Public schools should provide prevocational education as an integral part of the educational experience of junior high school students.

1. Career orientation programs in the seventh or eighth grade should have required participation.

2. More advanced career exploration programs in the ninth and tenth grades should be offered on an elective basis.

*3. Prevocational education should be offered to college bound students as well as non-college bound students.

*4. Prevocational education instruction is valuable to both boys and girls.

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*The original guiding principle stated that prevocational education was of greater value to non-college bound students than to college bound students and of greater value to boys than to girls; however, the jury disagreed with these statements. In the writer's opinion these revised guiding principles more accurately express the beliefs of the members of the jury and other persons actively involved in prevocational education.

Facilities and Equipment

GUIDELINE: Appropriate and adequate facilities and equipment should be made available for programs of prevocational education to provide students with the opportunity to participate in relevant and realistic experience.

1. Existing classroom and laboratories usually provide adequate facilities for offering prevocational education programs.

2. The development of any special facilities should depend upon the objectives of the program.

3. Equipment should be simple, inexpensive, and multipurpose.

4. Equipment lists should be derived from the content of the courses of study which make up the curriculum.

5. A wide variety of equipment, related to a broad range of occupations, should be made available to give students simulated manipulative experiences.

Guidance and Counseling Services

GUIDELINE: Occupational counselors should be available to help students assess their interests, abilities, needs, and desires as they plan for the future through the prevocational education program.

1. The primary responsibility of the guidance department in prevocational education programs is to assist the teachers in helping students relate their abilities and aptitudes to realistic career goals.

2. Guidance personnel should take the initiative in encouraging parents to discuss the interests, abilities, and limitations of their children.

Administration and Supervision

GUIDELINE: The administration and supervision of prevocational education programs should have as their goal the most efficient and meaningful educational experience possible for the student.

1. The forces of vocational education, general education, and guidance and counseling must be brought to bear on prevocational education.

2. The supervisor and/or coordinator should be familiar with the objectives and operation of both vocational and general education programs.

3. The organization of prevocational education programs should include intensive direction by the school principal.

4. State level educational leadership and coordination is desirable for developing materials, activities, and in-service opportunities for prevocational education programs.

5. Prevocational education programs should receive state leadership and supervision in much the same manner as vocational education programs.

6. State level educational leadership should assist institutions of higher learning in initiating pre-service programs to orient prospective teachers to their roles in prevocational education.

Program Evaluation

GUIDELINE: Continuous and planned program of evaluation should be an integral part of all prevocational education programs.

1. Program evaluation must be based upon the objectives of the program.

2. Adequate planning for continuous and comprehensive evaluation should be an integral part of the program.

3. Students of the prevocational education program should be actively involved in the evaluation of the program.

4. The lay advisory committee should be involved in prevocational education program evaluation primarily as an agent to assess the results of the evaluation.

5. Follow-up studies should be continued through high school, so that the effectiveness of the prevocational education program may be determined.

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